

Name of Institution: Ball State University
 Institution/Program Type: Traditional
 Academic Year: 2008-09
 State: Indiana
 Address: 2000 W University
 Muncie, IN, 47306
 Contact Name: Dr. Judy Miller
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	No	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes

Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.bsu.edu/teachers/tehandbook/>

Indicate when students are formally admitted into your initial teacher certification program:
Other upon passage of Decision point 2

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	2871
Unduplicated number of males enrolled in 2008-09:	
Unduplicated number of females enrolled in 2008-09:	
2008-09	Number enrolled

<i>Ethnicity</i>	
Hispanic/Latino of any race:	42
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	7
Black or African American:	59
Native Hawaiian or Other Pacific Islander:	1
White:	2086
Two or more races:	29

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty supervising clinical experience during this academic year	38
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	698.6
Number of students in supervised clinical experience during this academic year	691

Please provide any additional information about or descriptions of the supervised clinical experiences:

Elementary education students engage in 40 hours of civic engagement as part of their first course, "Education in a Democratic Society". All students have at least 60 hours of supervised classroom teaching experiences in their sophomore and junior years. Additional community service requirements are a required component of the multicultural course. The student teaching placement in our traditional program is for a full 16 week semester.

In the above calculation, cooperating teachers and part time university supervisors are counted adjunct faculty per the definitions.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	385	478	541
Business Education	5	7	5
Communication Disorders	1	0	3
Computer Education	3	4	2
Early Childhood	7	15	21
Elementary Education	227	238	263
English as a New Language	10	4	3
Family and Consumer Sciences	1	3	4
Health	11	15	20
Journalism	2	0	7
Language Arts	12	26	18
Mathematics	18	26	17
Physical Education	10	19	40
Reading	6	0	0
Technology Education	2	6	9
Blind and Low Vision	1	0	1
Deaf or Hard of Hearing	10	11	10
Early Childhood Special Education	0	0	1
Intense Intervention	3	13	9
Mild Intervention	50	80	71
Chemistry	0	2	2
Earth Space Science	4	2	2
Life Science	6	9	4

Physical Science	1	2	3
Physics	2	2	1
Economics	7	4	2
Geographical Perspectives	12	17	13
Government and Civilization	11	18	17
Historical Perspectives	18	23	20
Psychology	1	7	4
Sociology	8	12	10
French	6	2	3
German	0	0	1
Spanish	6	1	6
Choral and General Music	11	4	5
Instrumental and General Music	13	14	19
Theatre Arts	2	2	1
Visual Arts	8	19	21
Latin	0	1	1
Japanese	0	1	0

Section I.e Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2008-09: 363

2007-08: 483

2006-07: 518

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more

of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 17</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Increased enrollment in license addition programs</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Inclusion in informational sessions for incoming students.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 20</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 50</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Increased enrollment in dual licensure programs</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Inclusion in informational sessions for incoming students.</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p>

	<p>Goal: 5</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Increased enrollment is license addition programs</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Inclusion in informational sessions for incoming students.</p>
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

No

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

No

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	22		22	100		
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	18		18	100		
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
100 -BUSINESS EDUCATION Educational Testing Service (ETS)	1					

All program completers, 2008-09						
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	8					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	298		295	99		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	397		397	100		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	355		355	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	303		299	99		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	408		408	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2006-07	365		365	100		
5720 -COMPUTERIZED PPST WRITING	297		291	98		

Educational Testing Service (ETS) All program completers, 2008-09						
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	392		391	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	349		349	100		
020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	22		22	100		
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2008-09	23		22	96		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2007-08	41		41	100		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2006-07	37		37	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2008-09	24		24	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	42		42	100		

353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2006-07	35		35	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	173		173	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	216		216	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	258		257	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11		11	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	26		26	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	20		20	100		
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	3					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2006-07	3					
121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	2					
173 -FRENCH CONTENT KNOWLEDGE	1					

Educational Testing Service (ETS) All program completers, 2008-09					
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2				
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	5				
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	13		13	100	
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	22		22	100	
310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	2				
310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	2				
310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2006-07	1				
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	17		17	100	
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	14		14	100	
113 -MUSIC CONTENT KNOWLEDGE	22		22	100	

Educational Testing Service (ETS) All program completers, 2008-09						
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	30		30	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	24		24	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13		13	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	21		21	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	41		41	100		
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	40		40	100		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	64		64	100		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	124		124	100		

710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	34		34	100		
710 -PPST READING Educational Testing Service (ETS) All program completers, 2007-08	55		54	98		
710 -PPST READING Educational Testing Service (ETS) All program completers, 2006-07	112		109	97		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	40		40	100		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	67		67	100		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	126		126	100		
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	173		173	100		
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	215		215	100		
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2006-07	260		260	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	22		22	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	26		26	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	20		20	100		
191 -SPANISH CONTENT KNOWLEDGE	3					

Educational Testing Service (ETS) All program completers, 2008-09						
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	8					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	8					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	363	354	98	
All program completers, 2007-08	481	479	100	
All program completers, 2006-07	518	515	99	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All pre-service teachers are required to purchase a laptop computer upon enrollment in the program. Students establish their digital portfolio in their introductory class and have required artifacts that are posted throughout their preparation program, which culminates in a summative presentation prior to the conclusion of their student teaching experience. Use of technology is embedded in methods and field experience courses throughout the preparation program. During the student teaching experience, the required assessment of student learning unit plan is designed to include required components of data collection, analysis and interpretation. The program provides significant technology support to the candidates to facilitate this learning.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
No
- participate as a member of individualized education program teams
No
- teach students who are limited English proficient effectively
No

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Students enrolled in the Elementary Education Department's initial licensure program develop and engage in teaching activities with children from diverse backgrounds during practicum experiences that occur in community schools as well as in other locations such as Texas, England and Germany, where the teaching candidates enter schools with a high degree of language diversity. As part of student teaching, teaching candidates are required to assess students and develop an individualized learning plan based on assessment. This project provides candidates with information and experiences consistent with what occurs in the formulation of an individualized education plan. In addition, the department provides opportunities for student teaching to occur in international settings and in other states, giving candidates cross-cultural experiences teaching learners whose primary language may not be English. Finally, as part of a capstone experience, students engage in discussions regarding the process of identification of individuals with learning delays, including examining test scores, and how to develop and implement individualized educational programs for these students.

In EDRDG 430, BSU preservice teachers teach an elementary child who is struggling in reading in a one-on-one situation. The BSU preservice teachers administer a variety of literacy assessment to the child, analyze and interpret the test results, plan and implement an appropriate instructional program based on their child's needs. BSU preservice teachers will "present" their child cases to their classmates and discuss instructional options. This is similar to an aspect of an IEP meeting. In both EDRDG 400 and 430, teaching literacy to diverse learners is a topic of the course.

Students in the dual major program have specific courses in special education that encompass strategies for ELLS. The general curriculum has been revised and beginning in the fall of 2010, all elementary education majors will be required to take a specific courses (EDEL 244) which addresses diverse learners and multicultural education.

Students in secondary education programs have diverse field experiences beginning with their introduction to education class in their freshman year. The junior level practicum courses have been revised to include modules in special education.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
No

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

A 3-week IEP unit in the required SPCED 376 course focuses on all components of IEPs as well as the IEP

process/case conference committee. The emphasis is on writing Present Level of Academic Achievement and Functional Performance, annual goals, and accommodations. Using a case study, students write an IEP in groups of four.

Starting fall 2010, the literacy unit in SPCED 376 will include a

section on teaching reading to ELL students; students will observe an ELL student in a classroom during reading instruction.

SPCED 688

Currently in SPCED 688 the focus is on studying IEPs, using Bateman's IEP book; a focus on all aspects of IEPs.

Students in SPCED 688 develop a differentiated instruction lesson for English language learners and a plan for their classroom. After teaching the lesson, students have to

reflect on the process, including the impact of student differences(cultural and ELL students where appropriate) on learning. ELL learners are not specifically targeted since many of the teachers who are taking this course do not have ELL students in their classrooms.

Starting Fall 2010, course material the special ed courses for teaching reading will include strategies for ELL students.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Ball State University
Traditional Program
2008-09